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ABSTRACT

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The first part of this report discusses the procedures used including the identification of data needed and data sources, as well as data collected and analysis procedures. The critique of procedures, in both regular high schools and junior colleges is the second part of the report. The findings in regular high schools, junior colleges, and non-public occupational training programs are given. In the summary of these findings, data about performance requirements in the above settings are assessed. In these settings, both communication and computation skills are needed. The minimal reading grade level should be 7.5 (mean). Personal skills necessary are also discussed. Data tables are provided. (See CG 004 283, CG 004 401, CG 004 403, CG 004 405, and CG 004 409). The research reported herein was funded under Title III, of the Elementary and Secondary Education Act. (Author/KJ)

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CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
project director

TECHNICAL REPORT

1.3

STUDENT PERFORMANCE REQUIREMENTS: OTHER EDUCATIONAL SITUATIONS

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968

CG 004404

ED034217

Continuation Education
System Development Project

Technical Report 1.3

STUDENT PERFORMANCE REQUIREMENTS: OTHER EDUCATIONAL SITUATIONS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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La Puente Union High School District
La Puente, California
1968

FOREWORD

The CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT is operated by the La Puente Union High School District according to the terms of a grant award authorized by Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Over a four year period, September, 1967 through August, 1971, the PROJECT will develop a practical instructional system capable of continuous identification and efficient response to the most critical instructional needs of individual continuation high school students in La Puente.

Continuation high school students in La Puente are those who the traditional system has been unable to accommodate or who have been unable to accommodate the traditional system. Their usual label is "pushout" or "dropout."

The first project year (1967-68) has been spent identifying the instructional needs of these students.* During

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*Technical Reports in this phase of the study:

(1.1) Present Student Characteristics
(1.2) Student Performance Requirements: Military Situations
(1.3) Student Performance Requirements: Other Educational Situations
(1.4) Student Performance Requirements: Employment Situations
(1.5) Performance Adequacy for Home and Community Living
(1.6) Operational Limits
(1.7) Instructional Needs

year two, an instructional program will be designed to meet those needs. Year three will see implementation and tryout of subsystems. Year four will provide for full system tryout with transfer of all functions to the permanent school staff.

Throughout the Project, system analysis and other modern management control and planning techniques will be employed. It is hoped that this new problem solving technology of the defense and aero-space industries can be applied as well to the problems of education.

It is the mission of the PROJECT not only to solve a particular set of problems in La Puente, but to provide a problem solving model for other school districts with similar conditions. Consequently, an effort has been made to describe procedures in such detail that they can be used as guidelines by others.

If further information or interpretation can be provided the PROJECT staff will be pleased to respond to your inquiries.

La Puente, California
December, 1968

LEON EAST
PROJECT DIRECTOR

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PROCEDURES

On January 15, the task was assigned of identifying the performance requirements of those educational situations students might choose to enter upon leaving Valley High School.

I. IDENTIFICATION OF DATA NEEDED AND DATA SOURCES

Staff meetings with Project consultants, Dr. Henry Johnson, California State College, Long Beach, and Mr. William Foist of Systems Associates, Inc., resulted in the decision to divide this research into two major areas: Regular high schools and junior colleges and non-public occupational training programs. It was further determined by staff and consultants that investigation of other educational situations should include the academic, social and legal requirements which must be met in those situations representing the probable educational paths available to a continuation student.

A. Regular High School

Options of Valley High School students include re-entering regular high school to obtain a diploma, or to take courses not offered at Valley High School. The fact that some students are older, frequently dissatisfied with regular high school programs, rules and regulations, and, in some cases, are working during the day means that some will enter adult high school.

An analysis of the subjects most frequently taken by students after leaving Valley High School provides a list of skills and knowledges necessary for academic success in these situations. An analysis of the socially unacceptable behaviors indicates additional conditions which might prevent success in regular high schools. The data needed, therefore, was:

1. The names of those Valley High School students who returned to regular high schools during the academic year 1967-68
2. The subjects and the level of subjects they are taking
3. The academic skills and knowledges these students must demonstrate to perform successfully in regular high schools
4. The social behaviors identified as unacceptable by teachers and administrators.

The primary data source for regular high schools was the Assistant Principals of Pupil-Personnel and selected faculty members of the following schools in the La Puente Union High School District:

1. La Puente Adult School
2. La Puente High School
3. Los Altos High School
4. Nogales High School
5. Rowland High School
6. Glen A. Wilson High School
7. William A. Workman High School.

The La Puente Adult School and the six regular high schools of La Puente Union High School District were selected on

the basis of geographical location and policy similarity. The majority of the Valley students who re-enter regular high school are likely to do so within these geographical boundaries.

Investigation of local district policies and procedures indicated that Assistant Principals of Pupil-Personnel Services are the authorities to contact in regard to specific legal and policy requirements incumbent on those former Valley High School students enrolled. Selected teachers of those courses taken most frequently by former Valley High School students supplied the requirements for academic and social success.

B. Junior Colleges and Non-Public Occupational Training Schools

A Valley student who seeks further educational training may pursue a junior college program. Southern California has many junior colleges offering preparation for entering a four-year college or a university. Many have excellent vocational programs which offer their graduates an opportunity for more diversified and better paying jobs.

A Valley student seeking further occupational training may enter non-public training programs in order to increase and better the job opportunities available to him.

The following data about junior colleges and non-public occupational training programs were determined to be needed:

1. District, state and federal requirements a student must meet to enter these schools

2. Reasons a student can be excluded from the programs

3. Academic skills and knowledges a student should be able to demonstrate to perform successfully in the programs.

The data sources for junior college requirements were the admission officers of Mount San Antonio Junior College, Walnut, California, and Los Angeles Trade-Technical College, Los Angeles, California.

La Puente Union High School District is within the Mount San Antonio Junior College District. This college is fully authorized to give advanced courses which parallel the first two years of the state universities' and colleges' curricula and which qualify a student for the Associate in Arts Degree. The work offered by the Technical and Industrial Education Division has been recognized by unions and management groups as equivalent to apprenticeship served on the job. Thus, many students are appointed to advanced positions in industry upon graduation.

Los Angeles Trade-Technical College is one of the city's seven community colleges and is well-known for providing the area with educational programs in trade, technical-vocational, and semi-professional skills. The school offers classes in more than sixty vocational-occupational fields in its fifteen departments. Job placement is the major objective of this training program.

Data on non-public occupational training programs was provided by the admission officers of West Coast Vocational College, El Monte, California, and Center Beauty School, West Covina, California.

West Coast Vocational College is an important educational institution serving the San Gabriel Valley. A policy of designing each course in such a manner that it simulates the actual on-the-job situation which the student will confront has made the school successful for over ten years in the area of vocational education. The school is in close proximity to the La Puente Union High School District.

Center Beauty School offers a complete course in cosmetology. It is located within a few miles of La Puente Union High School District. This program, much in demand, has already trained many students from this area.

II. DATA COLLECTION AND ANALYSIS PROCEDURES

Plans for data collection began February 14. Discussion and consultation resulted in the decision to use an open-ended teacher survey questionnaire to determine the requirements of La Puente high schools. This kind of format had the advantage of soliciting a more honest teacher assessment of required skills and knowledges, as opposed to a forced-choice approach, perhaps biased by staff preconceptions.

A structured interview instrument was designed by the staff as the best approach to collecting data from the admission officers of schools within our district and at the junior colleges and occupational training schools.

On March 8, the Project staff designed the Teacher Survey Questionnaire. (See Table I, 1, infra.)

During the week of March 4, several principals were contacted. Through their suggestions a cover letter was designed to explain the survey (see Table I, 2, infra) as time did not allow for faculty meetings, it was decided that the questionnaire would be distributed to teachers by individual principals with the cover letter.

The task of developing the Admission Officer Questionnaire: Other High Schools was undertaken during the week of March 4. (See Table II, infra.) Copies of this questionnaire were delivered to the Assistant Principal of Pupil-Personnel Services at each high school by March 25.

Interviews were conducted at the two private vocational schools and the two junior colleges during the week of March 25. The Admission Officer Questionnaire: Junior Colleges and Non-Public Occupational Training Programs was used to structure the interviews. (See Table III, infra.)

Since the faculty does not report daily to the office of the La Puente Adult School, all Teacher Questionnaires were mailed directly to the Adult Education teachers.

On March 29, copies of the cover letter and Teacher Questionnaire were reproduced at each of the regular high schools and distributed to each faculty member. These were all returned during the week of April 8, as were the Admission Officer Questionnaires.

On April 17, the results of the interviews with admission officers of occupational training programs were typed in final

form for synthesis in the final report. On April 19, the results of the interviews with junior college admissions officers were typed in final form for synthesis in the final report.

During the week of April 22, a list of subjects taken by former Valley High School students now attending regular high schools was obtained. The levels of those courses in which they were enrolled were indicated.

The minimum academic skills for those courses, as reported by the teachers, were transferred to a reduction form which grouped them into four subject areas: 1) Communication skills; 2) Computation skills; 3) Physical skills; and, 4) Personal skills. (See Table IV, infra.)

When a skill was reported more than once, a tally was made. This provided the staff with a summary list of the skills most frequently reported by teachers as minimum requirements for success in their subject areas.

Teacher responses indicating socially unacceptable behaviors were typed on three-by-five file cards. When a behavior was reported more than once, a tally was made. This provided the staff with a summary list of all behaviors reported by the teachers of La Puente Union High School District as socially unacceptable, as well as a count of frequency of responses.

Data was collected on the continuation high school students' behaviors relative to the forty socially unacceptable behaviors reported by district high school teachers. A

Confidential Questionnaire: Valley High School (see Table V, infra) was developed to determine the approximate number of students exhibiting these behaviors and which were most often exhibited by boys or by girls.

This questionnaire was administered by two staff members to the entire faculty of Valley High School. The number of male and female students exhibiting each behavior was totaled. By comparing this number to the ADA for the school, a percentage was derived.

All findings were documented and submitted to the editorial staff by August 10.

CRITIQUE OF PROCEDURES

I. REGULAR HIGH SCHOOLS

A list of socially unacceptable behaviors was compiled from the responses of district teachers to the Teacher Questionnaire. Two additional questionnaires were derived from this list. The Confidential Questionnaire: Valley High School was developed to determine the present social performance capabilities of Valley students. The Confidential Questionnaire: Other High Schools (see Table VI, infra) was developed to determine the behavior of "normal" student populations in this community. This questionnaire was scheduled to be administered during the closing weeks of school. Due to pressures on school and district administration relative to the end-of-school-year demands, this questionnaire was not administered and, thus, a norm was not established.

Overall, the cooperation of the district principals and faculty was excellent and the data received was adequate for the needs assessment phase of this Project. A follow-up study with specific teachers and counselors who worked with students referred to the continuation school would be helpful in discovering the reasons why the teachers felt each student did or did not succeed.

The data collected does provide an overview of the climate in the school district and what the students would be expected to perform if they move to other educational situations, or re-entered regular high school, but follow-up investigation with more detail is recommended.

II. JUNIOR COLLEGES AND NON-PUBLIC OCCUPATIONAL TRAINING PROGRAMS

The data collected from the admission officers of junior colleges and occupational training programs can best be described as rather general statements of entry requirements. Information received from the research done on the aspirations and abilities of Valley High School students indicates that approximately 20% are qualified to attend such schools and many more desire to do so. It would seem then that more such schools should have been investigated, including at least one four-year college. The data gathered should have been more explicit as to the specific skills necessary to succeed on entrance tests and in those courses likely to be taken by Valley students.

FINDINGS

The task of determining the behavioral requirements of other educational institutions where a student might find himself upon leaving Valley High School was based on the following methods: survey questionnaires to high school teachers and personal, structured interviews with admission officers of local high schools, junior colleges and non-public occupational training institutions.

The geographical scope of the investigation was limited to La Puente and adjacent areas. The nature of the questions encompassed three areas: academic, social and legal requirements necessary for success in each of the educational programs to be discussed. Three types of educational programs were studied: regular high schools, junior colleges, and non-public occupational training centers.

I. REGULAR HIGH SCHOOLS

A. Required Academic and Physical Skills

A Teacher Questionnaire designed to establish minimal academic and behavioral requirements for students was given to 144 high school teachers in the La Puente Union High School District. These teachers were selected on the basis that they taught those courses in which former Valley students most frequently enrolled. (See Figures 1 and 2.)

Figure 1

MASTER COURSE LIST

(Returning Valley High students -- Number 29: Male 23, Female 6)

COURSE	FREQUENCY	COURSE	FREQUENCY
Boys P.E.	21	Art I	2
English II	16	Family Affairs	2
Basic Science	15	Spanish I	1
U.S. History	12	Algebra I	1
English III	11	Auto I	1
Geography	7	Home Economics II	1
English I	7	Agriculture I	1
Girls P.E.	6	"C" Band	1
Civics	5	Metal II	1
Consumers Math	4	World Culture	1
Metal I	4	Wood II	1
American Problems	3	Crafts I	1
Typing I	3	General Business Machines	1
Graphics I	3	Clothing	1
Wood I	2	Record Keeping	1
C.C.C.	2	Agriculture Science II	1
Agriculture III	2	Electricity I	1
Drafting I	2		

Figure 2

MASTER COURSE LIST

(Valley High students transferred to, or concurrently in, the Adult School*)

COURSE	FREQUENCY
Basic Science	3
Upholstery	3
Spelling	3
American Government	2
Driver Training	2
Body and Fender	1
Reading	1
Beginning English	1
Economics	1
Civics	1
Data Processing	1
Oil Painting	1
English Literature	1
Medical Terms	1
Advanced English	1

* Six former Valley students attend Adult School. Nine present Valley students are also taking courses at the Adult School.

A majority of teachers responding to the Teacher Questionnaire felt that minimal communication skills were necessary for academic success in their particular subject. Reading was most frequently mentioned as essential. The average grade level of reading skills necessary for academic success in a regular high school was determined by teachers as 7.5. (See Figure 3.) The two items most frequently mentioned by teachers under reading skills were: reading comprehension and the ability to follow written directions. (See Figure 4.) Also mentioned as important were: the ability to recognize general ideas and major points; the effective use of library; the use of dictionary, glossary, table of contents, index, etc.; the ability to read graphs, etc.; and, the ability to utilize mass communication media, such as newspaper and periodicals.

The writing skills mentioned by teachers as essential for their students to possess were: the use of correct grammar, taking adequate class notes and writing a simple paragraph. (See Figure 5.) The major speaking and listening requirement of teachers was following oral directions. (See Figure 6.)

In the area of computation skills, teachers stressed the ability to add, subtract, multiply and divide whole numbers and fractions. (See Figure 7.) Another important area of mastery, according to teacher ratings, was the ability to solve simple written and/or practical arithmetic problems.

Physical skills required for physical education, as well as vocational and technical instruction, were primarily concerned with demonstrating normal health and physical development, an adequate performance on the California Physical Performance Test and a knowledge of various games such as tag football, basketball, softball, etc. (See Figure 8.) Good manual dexterity and good eye-hand coordination were also mentioned as important.

In the Rowland High School Handbook, there is a section concerning academic standards which continuation students would be expected to follow if they returned to regular high school. It reads as follows:

> Academic Standards - Scholastic achievement in high school demands effort, performance, good attendance, and proper behavior. It is not enough for a student to occupy space in a classroom. He must try! Dilegence of effort is a necessity! A high school diploma signifies the satisfactory completion of required work. If we sit by and permit a student to repeatedly refuse to complete required work, thereby receiving failing grades, then he, his parents, and the taxpayers of the district suffer. If a student, because of indifference, or lack of reasonable effort is passing less than three classes at the end of the quarter,(halfway through the semester,)a student-counselor conference is held to determine the cause of the trouble, and an attempt is made to remedy the situation. A letter is sent to the parents indicating that the effort of the student must improve by the end of the semester. If any student because of indifference or lack of reasonable effort is passing less than three subjects at the end of the fall semester, the following action is taken: (1) he is automatically placed on probation at that time, and the parent and student are so informed by letter,

or, (2) the parent, student, counselor, assistant principal conference may be held in those probationary cases which indicate serious academic, discipline and/or attendance problems or determine the cause of the trouble and suggest possible solutions. If a student is still passing less than three classes because of indifference or lack of reasonable effort at the end of the third quarter, a counselor, assistant-principal, principal conference is held to study the teachers' comments and all available records to determine the student's scholastic future. The resulting possible disciplinary or guidance actions include a continuance of probationary status, or mandatory attendance at the La Puente High School District Continuation School.

B. Required Social Skills

The area of social skills encompasses two classes of behaviors: those that teachers feel are highly desirable for students to possess; and, those which are socially unacceptable for students to exhibit.

In the area of socially desirable behaviors, teachers felt that a willingness to learn and participate on the part of a student was the most highly desirable trait they could possess. (See Figure 9.) Being able to follow directions, function as a team member and complete assignments regularly and on time were also rated by teachers as desirable.

Talking in class and showing disrespect for school and personal property were listed by teachers as highly undesirable behaviors. (See Figure 10.) Also mentioned by teachers as socially unacceptable for students were the

following: not being prepared for class (supplies); disrespect for the teacher; disrespect to students; insubordination; profanity and vulgarity; tardiness; cutting class; and, horseplay.

The following information from the Workman High School Student Handbook highlights the faculty viewpoint towards acceptable and unacceptable social behaviors:

Introduction

> Most students philosophically respect rules and regulations for they know that only in this fashion can everyone be treated fairly and equally. For the vast majority of students rules are not a tight shoe, for they have already learned to work with people. For the idle few, it may be necessary to take additional measures.

A. Classroom Discipline

The best classroom discipline is that in which each class member accepts his responsibility to every other class member by being a cooperative student who believes in reasonable behavior. He can show his sense of responsibility by being prompt, attentive, alert, and mannerly. This way everyone gets a chance to learn. Lack of attention to these details may lead to counselor or assistant principal referrals.

B. Campus Discipline

1. Smoking: The state law provides: minors can neither possess tobacco nor smoke on any school campus or within the vicinity of a school.

2. School Property: For willful destruction of school property by a student, the parents or guardians will be financially responsible. Results may be suspension or expulsion.

3. Lockers: Lockers are issued to students for storage of books and school supplies. Students will be assigned to specific lockers. Care should be taken to guard your locker combination; combinations should not be given to friends. The school cannot be responsible for stolen articles from lockers when more than the student who originally was assigned to the locker is sharing it. We cannot control theft if you are not in your assigned lockers. A student may be suspended or lose his locker privilege if there is willful damage to the locker.

4. Hazing: A student involved in any type of hazing can expect disciplinary action.

5. Fighting: Fights on campus will receive immediate disciplinary attention.

6. Thefts: Stealing is intolerable. Possible disciplinary action: Pupil-assistant principal conference; parent conference, suspension; and/or police referral.

7. Obscenity and Profanity: The use of obscene, vulgar, or profane language in the classroom or on the campus may lead to these disciplinary actions: pupil-teacher conference; pupil-assistant principal conference; suspension or expulsion.

8. Closed Campus: The state law requires that students do not leave the campus at any time except at the end of the school day or with permission of the administration. Do not leave school before the end of the regular school day without checking out through the Attendance Office.

9. Guest Passes: A student may want to bring along a friend who is not a member of the Workman Student Body, to a school activity. To do so he/she must obtain a guest pass from the principal's office.

10. Hall Passes: If a student is out of class at any time he must have a hall pass from a teacher or an official administrative excuse.

11. Bus Transportation: Students must realize that buses are a privilege and must be treated as a privilege. For just cause, bus transportation may be denied. (Ordinarily, students who live less than two miles from school are in a walking zone.)

12. Loitering in Restrooms: Restrooms are not for smoking, lunching, or social meetings. Do not use them that way.

13. Work Permits: The Attendance Office has all the information on a work permit. You may obtain them there.

14. Game Conduct: The fact that you are a member of the Workman High School student body makes you a representative of that school. People and students of this and other communities will judge your school by your actions. This is particularly true on the athletic field and in the cheering section. It is very important that you conduct yourself in a courteous manner at all times.

It is against the C.I.F. rules to have air horns, bugles, bells, and other mechanical noise-making instruments, since such actions will represent the student body. At these events, a student is subject to general school discipline.

<u>Safe Driving (Parking Lot)</u>

1. Drive at five miles per hour in the lots.
2. Park within the designated white lines and do not back into the parking place.
3. Carry public liability and property damage insurance.
4. Have adequate brakes, lights, and tires.
5. Follow instructions or requests made by faculty members on duty.
6. Leave your car in the lot during school hours.

7. Observe the 25 mile per hour speed limit.
8. Vacate the car after parking it.
9. Park only in the assigned parking space.
10. Display registration for the automobile as required by law.
11. Attach the decal permanently to the designated car.
12. Do not return to your car until you are going home. (Eating or loitering in your car is not permissible.)

Failure to abide by these rules may result in loss of driving and parking privileges.

Standard Dress Regulations

The La Puente Board of Trustees has adopted a dress code based upon the Education Code of the State of California. A copy is available in each assistant principal's office, and students are expected to abide by the following regulations:

Boys Clothing

1. Clothes should fit properly, be neat and clean.
2. Clothing with advertising on it may not be worn.
3. No coats, jackets, sweaters or shirts may be worn which identify the wearer as belonging to a particular group or organization not connected with the school.
4. Shirt tails, on shirts made to be in, MUST BE WORN IN.
5. Tee shirts, if worn as an outer garment, must be clean, properly fitting, and tucked inside the pants.
6. Only the top button on a shirt may be unbuttoned.
7. Suspenders are not permitted.
8. Pants may not be worn above or below the natural waistline.
9. No pants will bell bottoms or cut cuffs may be worn.
10. Pants lenghth must not be unreasonably long or short.

Hair

1. Hair should be clean, well trimmed, tapered in the back, and neat. A haircut should begin at the bottom of the ears and be tapered up, not shingled.
2. Bleached hair, wings, hair combed over the forehead, or any unusual haircut are not acceptable.
3. Boys must be clean shaven. Beards, mustaches, goatees, and lengthy sideburns are not permitted.

Accessories

1. No thongs, sandals, or hobnail boots may be worn.
2. Tennis shoes may not be worn in industrial arts classes due to safety reasons.
3. Hats and caps are not appropriate wearing apparel.
4. Dark glasses in the classroom may be worn with the approval of the assistant principal. The only reason for their use is medical. A request should be accompanied by a letter from a doctor.
5. Any items of wearing apparel that cause distraction in the classroom or on campus will not be allowed.

Girls Clothing

1. Low-necked or extreme bare-backed dresses, and those which fit too tightly are not appropriate for school wear.
2. Low-necked or scoop-necked blouses or sweaters (with or without sleeves) should not be worn.
3. Boys' apparel should not be worn by girls.
4. Skirts should be near the knee, and should not be more than two inches above the knee when a girl is seated.
5. Skirts should not have extreme slits or be pegged at the bottom so there is no difficulty walking or sitting.

6. A full-length slip must be worn with crop-top or short overblouses, or with any sheer outfit.
7. Jump suits, shorts, capris, mumus, bloomer dresses and other sports clothing are out of place on campus except for special days, which will be announced.
8. Culottes may be worn if they are cut full, and look like a dress.
9. Taffeta, chiffon, nylon, and silk dresses are too elaborate for school. Save them for more formal occasions.
10. Blouse tails on blouses should be worn in.

Hair

1. Plain hair clips, unless covered by a bow, should not be worn during school hours.
2. A girl must have a scarf permit to wear any kind of scarf or head-covering in class; two scarf permits per semester may be obtained from the Girls' Assistant Principal.
3. Hair spray may not be used on campus since it is a safety hazard. If it is found in a girl's locker or in her possession it will be confiscated.
4. Brushes and combs should be carried in a purse or container, and kept there during class.
5. Hair styles should be neat, casual and becoming.

Accessories

1. Extreme make-up and elaborate jewelry are not appropriate for school.
2. Shoes and sandals should have a heel strap; thong sandals are unacceptable.
3. Shoe heels should not exceed 1½ inches.
4. Mid-calf boots may be worn.
5. Textured hose and knee socks are permissible.

General Appearance

Remember to take pride in yourself and your appearance as a Workman High School student. Each Spring girls vote on dress standards in their Physical Education classes; dress regulations are established from the results of their votes. Girls' League Dress Board works with all girls to maintain good grooming standards at Workman High School.

C. Present Student Behaviors

From the list of undesirable student behaviors, the Confidential Questionnaire: Valley High School was devised. Thirty-six behaviors were listed with two questions following each behavior:

1. What is the approximate number of your students exhibiting this behavior?

2. Is it most often exhibited by boys, girls, or both?

Ten teachers at Valley High School completed this questionnaire basing their responses on their observation of students in their first class of the day. Approximately eighty-six boys and forty-two girls at Valley were evaluated in this manner for a total "N" of 128. (See Figures 11 and 12.)

Seven of the thirty-six behaviors could not be measured. There are no outside assignments given to Valley students and supplies are provided; therefore, items 15 and 16 did not apply. Almost all work at Valley is on an individualized basis so that "paying attention in class" (item 17) loses its usual meaning for the lecture

or demonstration type class. This also precludes any problem with sharpening pencils when a teacher is talking (item 20). Students at Valley may chew gum, get out of their seat when they please, and dress as they wish so that items 19, 22, and 29 are not applicable.

More than 50% of the boys at Valley use profanity, smoke on or near the school premises, cut class, are tardy to class, are careless or destructive with school property, litter the grounds, and waste time in class. One-third or more of the boys make rude and insulting remarks to classmates, disregard safety rules, fail to participate in class activities, talk in class, fail to follow directions, fail to accept responsibility, and waste school materials. More than one-fourth of the boys are insubordinate, make fun of other students and speak out of turn in class discussions.

It can also be inferred that the great proportion of the boys at Valley do not cheat on tests, fight, comb their hair in class, show disregard for personal hygiene, pass notes in class, or are careless or destructive with their own property.

More than 50% of the girls at Valley use profanity, smoke on or near the school premises, fail to accept responsibility, and waste class time. More than one-third of the girls make rude and insulting remarks to classmates,

cut class, are tardy to class, are careless or destructive with school property, lie, litter the grounds, speak out of turn, and otherwise talk in class. More than one-fourth of the girls are unable to follow directions or to accept constructive criticism.

Very few of the girls at Valley cheat on tests, make rude and insulting remarks to teachers, disregard safety rules or personal hygiene, waste materials, pass notes in class, or are careless or destructive with their own property.

II. JUNIOR COLLEGES

This part of the research was accomplished through personal, structured interviews. Los Angeles Trade Technical College, (400 Washington Boulevard, Los Angeles, California), and Mount San Antonio Junior College, (1100 North Grand Avenue, Walnut, California), participated.

In responding to this interview, the admission officers were asked to reply to the same three basic questions employed in the investigation into other high schools. These were: academic, social, and legal requirements for success upon entering their school.

A. Los Angeles Trade Technical College

Students from outside the school district must receive a permit from their own district. High school

graduates or students eighteen years of age who can demonstrate ability to profit from instruction will be admitted.

A transcript of records or its equivalent is required and immunization against poliomyelitis is also required. For students with trade technical objectives, physical fitness appropriate to the employment objective must be possessed.

Falsification of statement of residence results in immediate cancellation of registration. Three days of absence without a valid excuse, continued unexcused tardiness, misconduct or failure to show progress are sufficient justification for suspension from the college.

A student will be placed on scholastic probation when any one of the following conditions exist: 1) when grade average for the preceding semester is below 2.0 (C average), 2) when transferring from another institution with less than a C average, 3) when high school record and/or entrance test scores are unsatisfactory, 4) when re-admitted subsequent to disqualification. A student will be subject to disqualification by the action of the Scholarship Standards Committee if he displays a lack of aptitude for college work by showing insufficient improvement during his probationary period. Disqualification at one college will prevent enrollment for one or more semesters in any other Los Angeles City Junior College.

Reasons for suspension or expulsion committed while under the jurisdiction of the college include the following acts:

1) Interference with instruction

2) Open defiance of the authority of the instructor

3) Willful disobedience

4) Habitual tardiness or absence

5) Use, sale or possession of narcotics or alcoholic beverages

6) Willfully defacing or otherwise damaging any property belonging to the school district, Associated Student Body or to other students

7) Stealing or possession of stolen property

8) Hazing

9) Habitual profanity or vulgarity

10) Instances of immoral conduct

11) Fighting.

The student should be able to read, write and communicate orally on a level of eighth or ninth grade proficiency and have a fundamental knowledge of math on an eighth or ninth grade level.

B. Mount San Antonio Junior College

State Education Code #25503 states any high school graduate may attend the junior college in his district. If he is out of district he must have a permit to attend

from his district. Non-graduates over eighteen years of age must sign a Provisional Admittance Agreement providing for a statement from their high school indicating what subjects will be required and how many units will be necessary for the issuance of a diploma. Students are given one of the following tests used to determine level of placement in the college program, SCAT, ACT, SAT.

Students who have a grade point average of less than 1.75 for units attempted in each of three consecutive semesters will be dismissed. They will be eligible to apply for readmission after an interval of one semester.

Membership in secret fraternities, sororities and organizations is prohibited. Students who participate in such groups shall be subject to expulsion and/or fines according to California State Education Code, Sections 10604 and 10852.

The possession or consumption of alcoholic beverages prior to or during any college-sponsored activity, on campus or off, by any person attending, regardless of age, is forbidden by state law.

Smoking is forbidden in classrooms, in the gym, in the library and in the counseling center offices. There shall be no card playing or gambling of any kind on campus.

A reading level of seventh to ninth grade, and a fundamental knowledge of math would improve their chances of success.

III. NON-PUBLIC OCCUPATIONAL TRAINING PROGRAMS

Data in this section was collected by means of structured personal interviews which asked the admission officers of two non-public occupational schools to report the basic academic, social and legal requirements for entering into their respective schools.

A. West Coast Vocational College

Admission to the college is determined by a vocational counseling staff. Eligibility for some courses requires a high school diploma. Eligibility may also be established by taking a standard General Educational Development Test, or personal interview with a Vocational Counselor during which time the Wonderlic Test is administered.

Students under twenty-one years of age must have thier parents' consent. Tuition ranges from $295.00 to $1,495.00. Some courses are approved for veterans under the United States Veterans Administration and California Veterans Training Program. Applicants who qualify under Government Job Training and Vocational Rehabilitation Programs or who are eligible for any Government assistance will receive the full cooperation of the vocational counseling staff, i.e., G.I, Bill, V.R.S., M.D.T.A., B.I.A.

Four unexcused absences may result in the student being dropped from the class roll. A student will be dropped from the class roll if his total absences, excused and unexcused, exceeds more than one calendar week.

All students will be expected to maintain an overall average of "C" or better to remain in school. Grades are as follows:

A -- 91-100

B -- 81-90

C -- 71-80

D -- 61-70

Incomplete -- 60 (or less)

The student should be able to read, write and spell correctly in English, and have the equivalent of a ninth grade education.

B. Center Beauty School

In order to pass the State Board, a student must be at least sixteen years of age and should have a tenth grade education or equivalent. He/she must also have a health certificate and blood test.

Students sixteen years of age must have parents' consent. They will be sent to high school counselors in the area for General Educational Development testing.

Tuition is $272.00. Scholarships are offered on the basis of one a year to each high school in the district. Applicants under the G.I. Bill will be accepted. Any student convicted of a felony will not be admitted.

Students can be excluded for reasons of ill health or inability to work long hours standing up.

The student should be able to follow instructions, written and oral. Hand and finger dexterity are important. Some courses in basic chemistry and art would be helpful.

SUMMARY OF FINDINGS

The academic and behavioral requirements of educational institutions other than Valley High School were assessed. The areas of investigation were other high schools in the La Puente Union High School district, public junior colleges and non-public occupational training schools in the area.

Data about performance requirements of regular La Puente high schools were derived from teacher and administrator responses to questionnaires. Data about performance requirements of junior colleges and private trade schools were derived from structured personal interviews.

I. REGULAR HIGH SCHOOL

Teacher assessment of required academic performance skills was divided into communication skills and computation skills.

Teachers rated the minimal necessary reading grade level of students at 7.5 (mean). They felt that good reading comprehension and an ability to follow written instructions were important reading skills. The ability to write a simple sentence and paragraph, use correct grammar (minimum 6th grade level), spell at the 7th grade level and in general express oneself clearly and effectively were other important communication skills listed. The ability to follow oral directions was listed as the most important speaking and listening skill.

Teachers felt that the most important skills for a student to possess in the area of computation were basic operations such as addition, subtraction, division and multiplication. The ability to solve simple, practical arithmetic problems was also important.

Teacher assessment of the required physical skills included good eye-hand coordination and manual dexterity, normal health and physical development, an adequate performance on the California Physical Fitness Test and minimum skills in basic sports.

The most important personal skill was to show willingness to learn and participate in class activities. Following directions, completing assignments and participating as a team member were also judged to be important by high school teachers.

Talking in class was rated by the teachers as the single most disruptive and undesirable behavior. Other behaviors considered extremely undesirable were disrespect for school and personal property, teacher, and other students. Insubordination and profanity were also considered disruptive. Tardiness, cutting class and a failure to accept responsibility for assignments were frequently mentioned by high school teachers as behaviors they do not tolerate.

Very few of these undesirable behaviors are practiced by more than half of the boys and girls at Valley. The most common are profanity, smoking, cutting class and tardiness. Both boys and girls are careful with their own property while

many are careless or destructive with school property. There is no dress code at Valley High School but the teachers indicate that the students show regard for their personal hygiene. Cheating on tests seldom occurs at Valley.

II. JUNIOR COLLEGE AND TRADE SCHOOL

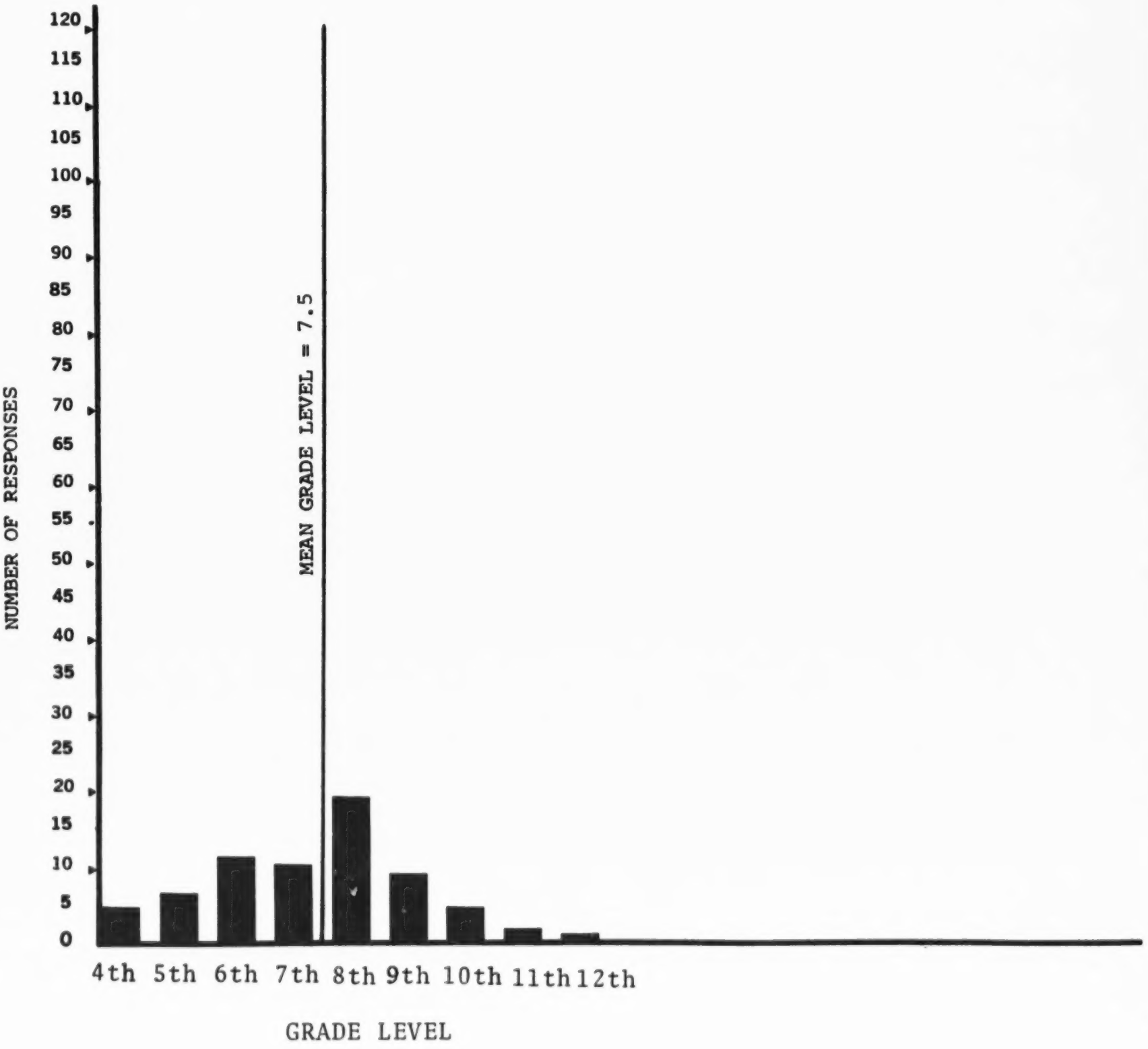
A high school diploma is not required for entrance into the junior colleges or occupational training programs that were researched. A diploma is, however, highly desirable. Good physical health and the ability to pass entrance tests are prerequisites to enrollment.

Entering students need communication and computation skills at about the 9th grade level if they are to be successful in most courses offered at the schools. The ability to follow written and oral instructions is important.

Excessive absences, misconduct, the use of narcotics and alcohol on campus or during school activities are all reasons for expulsion from the schools. Defiance of authority was also mentioned by two of the schools as a reason for expulsion.

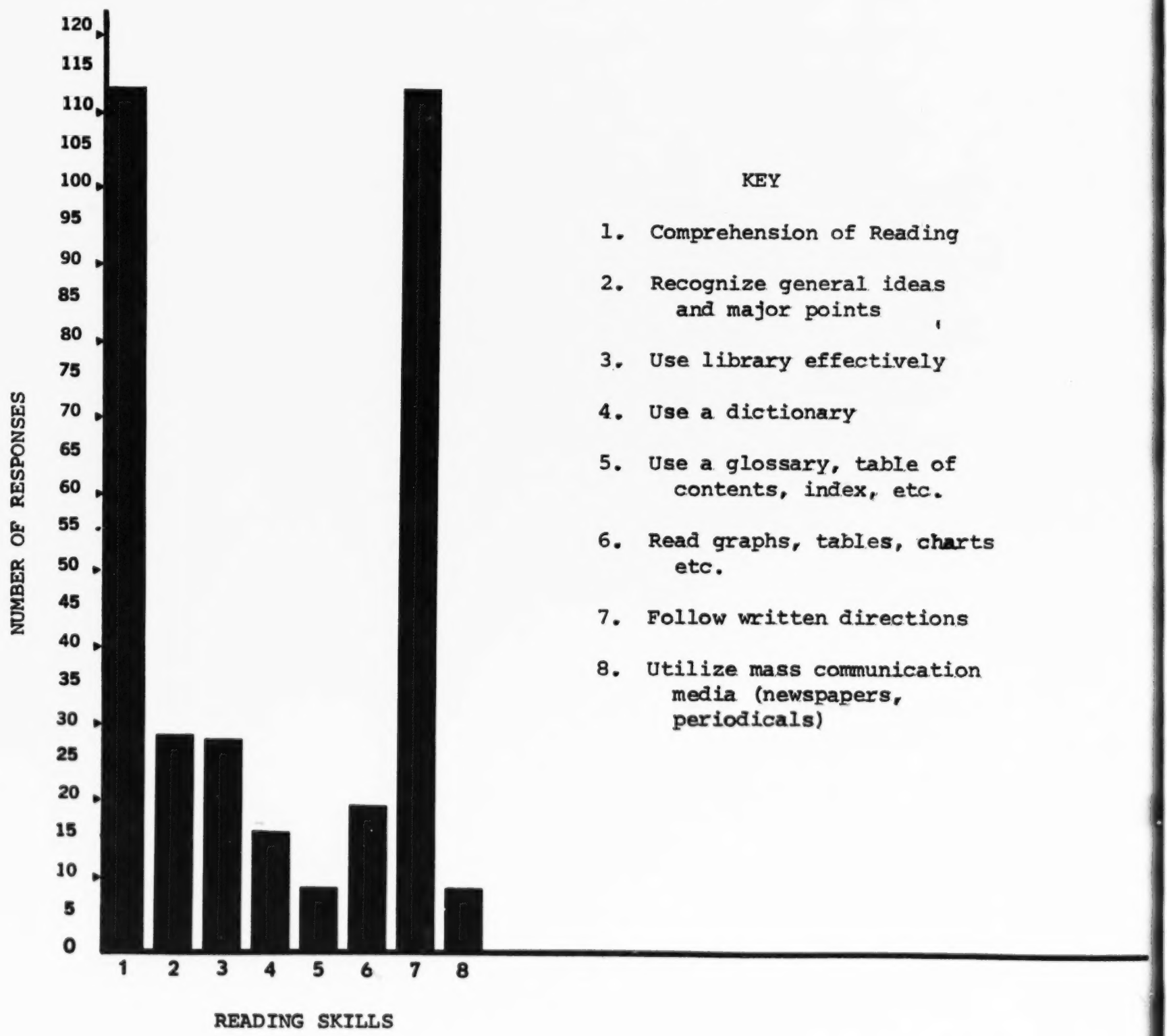
COMMUNICATION SKILLS

Minimum Reading Level Necessary



COMMUNICATION SKILLS

Reading Skills Necessary

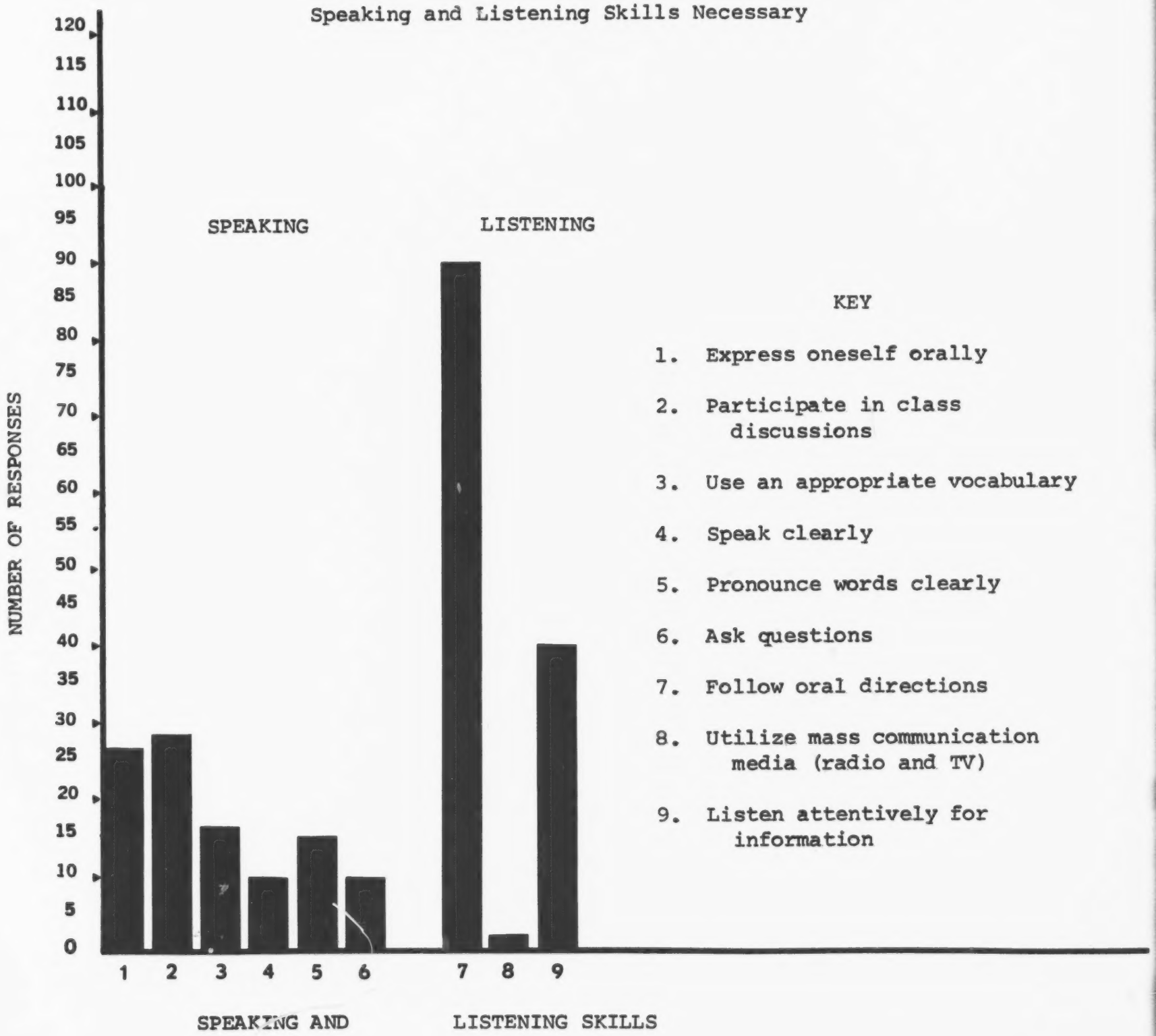


KEY

1. Comprehension of Reading
2. Recognize general ideas and major points
3. Use library effectively
4. Use a dictionary
5. Use a glossary, table of contents, index, etc.
6. Read graphs, tables, charts etc.
7. Follow written directions
8. Utilize mass communication media (newspapers, periodicals)

COMMUNICATION SKILLS

Speaking and Listening Skills Necessary

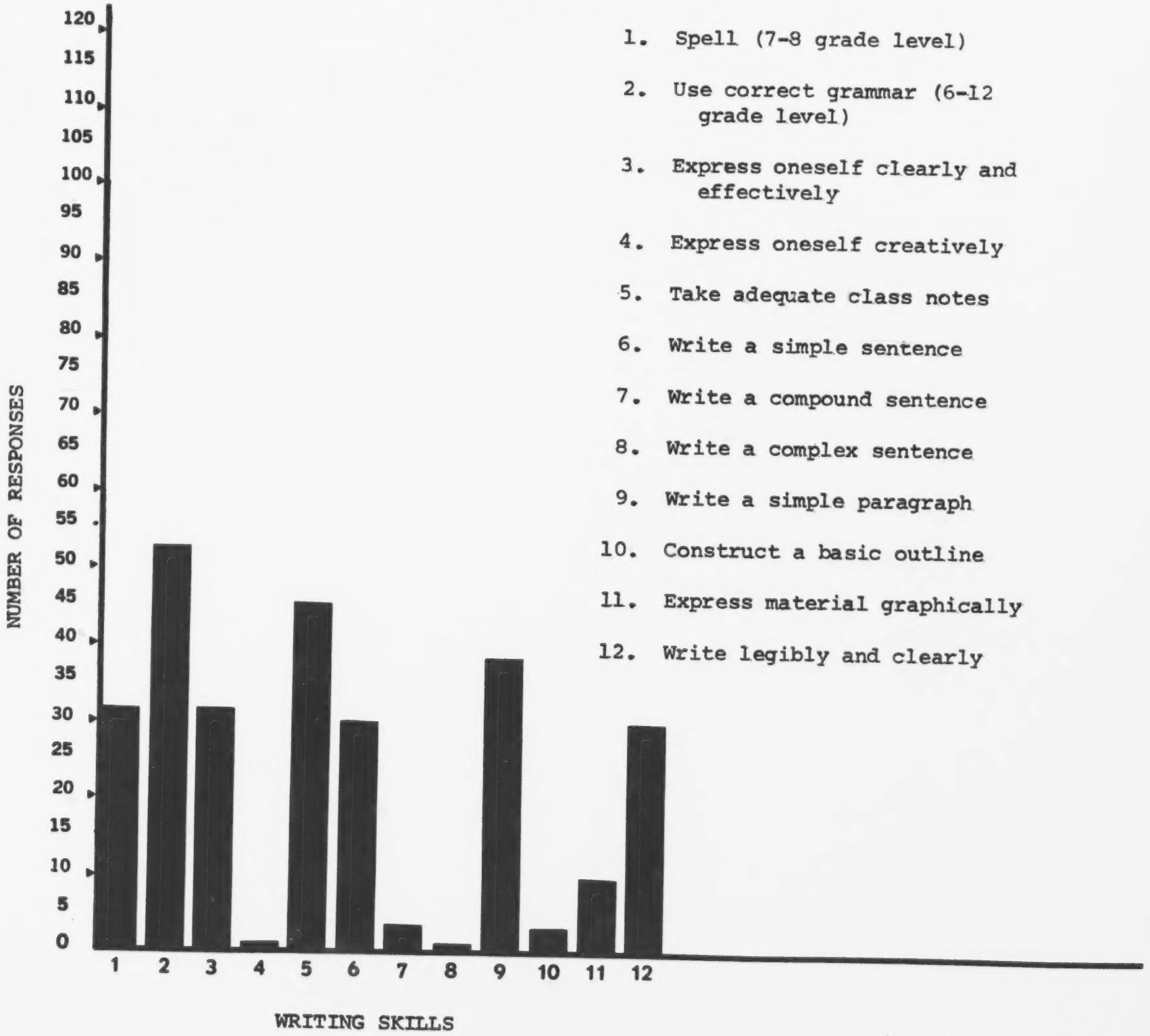


KEY

1. Express oneself orally
2. Participate in class discussions
3. Use an appropriate vocabulary
4. Speak clearly
5. Pronounce words clearly
6. Ask questions
7. Follow oral directions
8. Utilize mass communication media (radio and TV)
9. Listen attentively for information

COMMUNICATION SKILLS

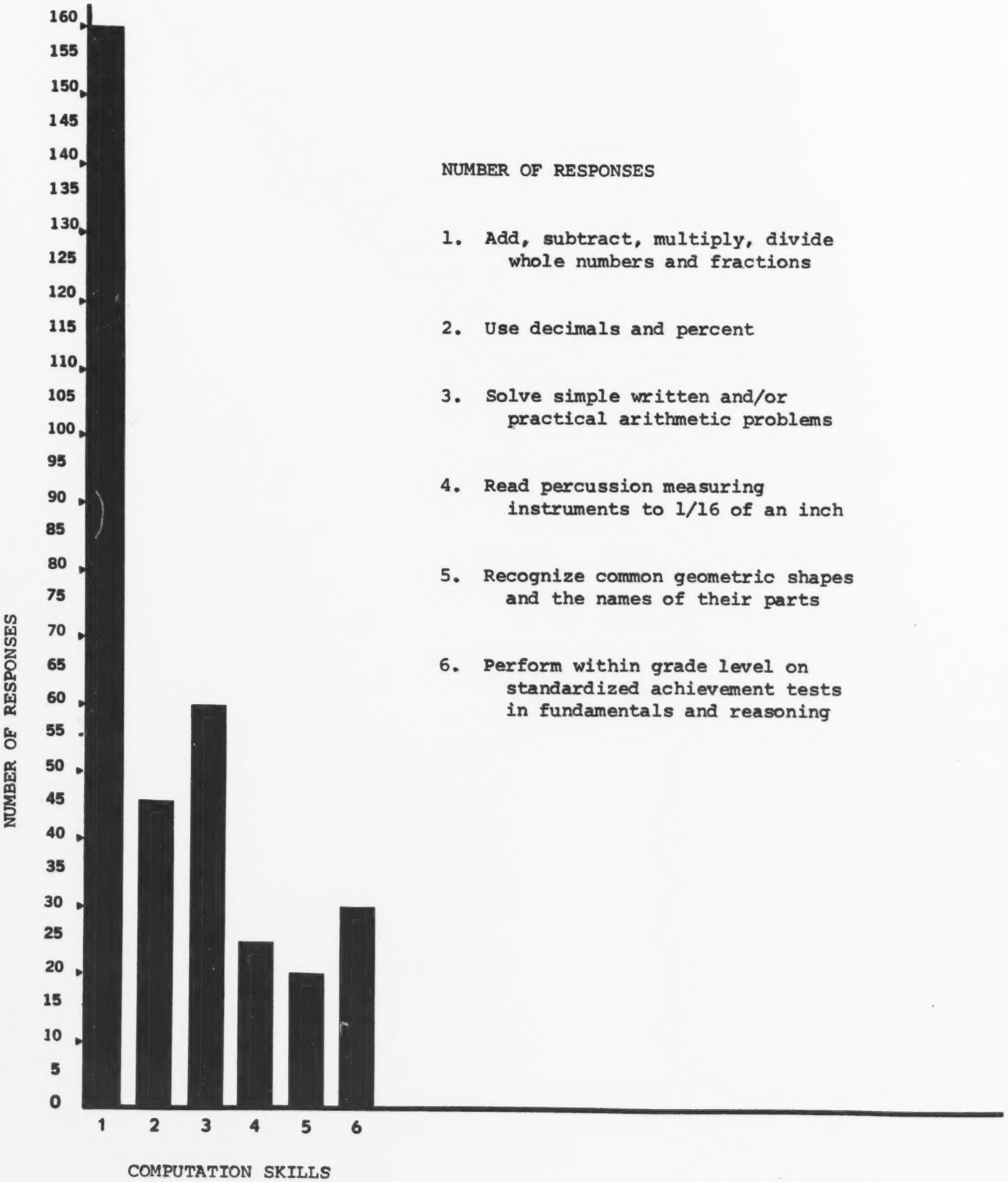
Writing Skills Necessary



KEY

1. Spell (7-8 grade level)
2. Use correct grammar (6-12 grade level)
3. Express oneself clearly and effectively
4. Express oneself creatively
5. Take adequate class notes
6. Write a simple sentence
7. Write a compound sentence
8. Write a complex sentence
9. Write a simple paragraph
10. Construct a basic outline
11. Express material graphically
12. Write legibly and clearly

COMPUTATION SKILLS



NUMBER OF RESPONSES

1. Add, subtract, multiply, divide whole numbers and fractions

2. Use decimals and percent

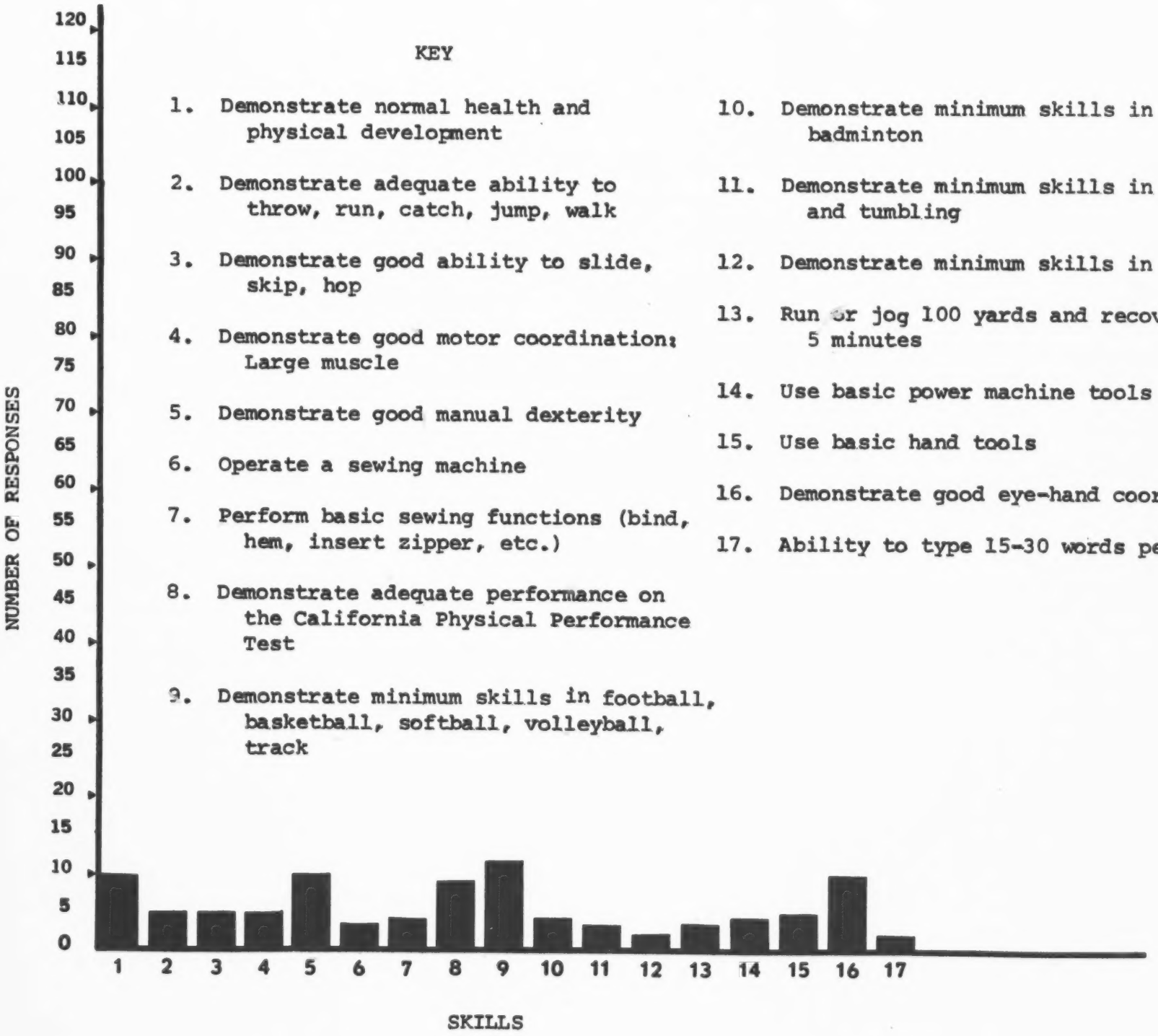
3. Solve simple written and/or practical arithmetic problems

4. Read percussion measuring instruments to 1/16 of an inch

5. Recognize common geometric shapes and the names of their parts

6. Perform within grade level on standardized achievement tests in fundamentals and reasoning

PHYSICAL SKILLS

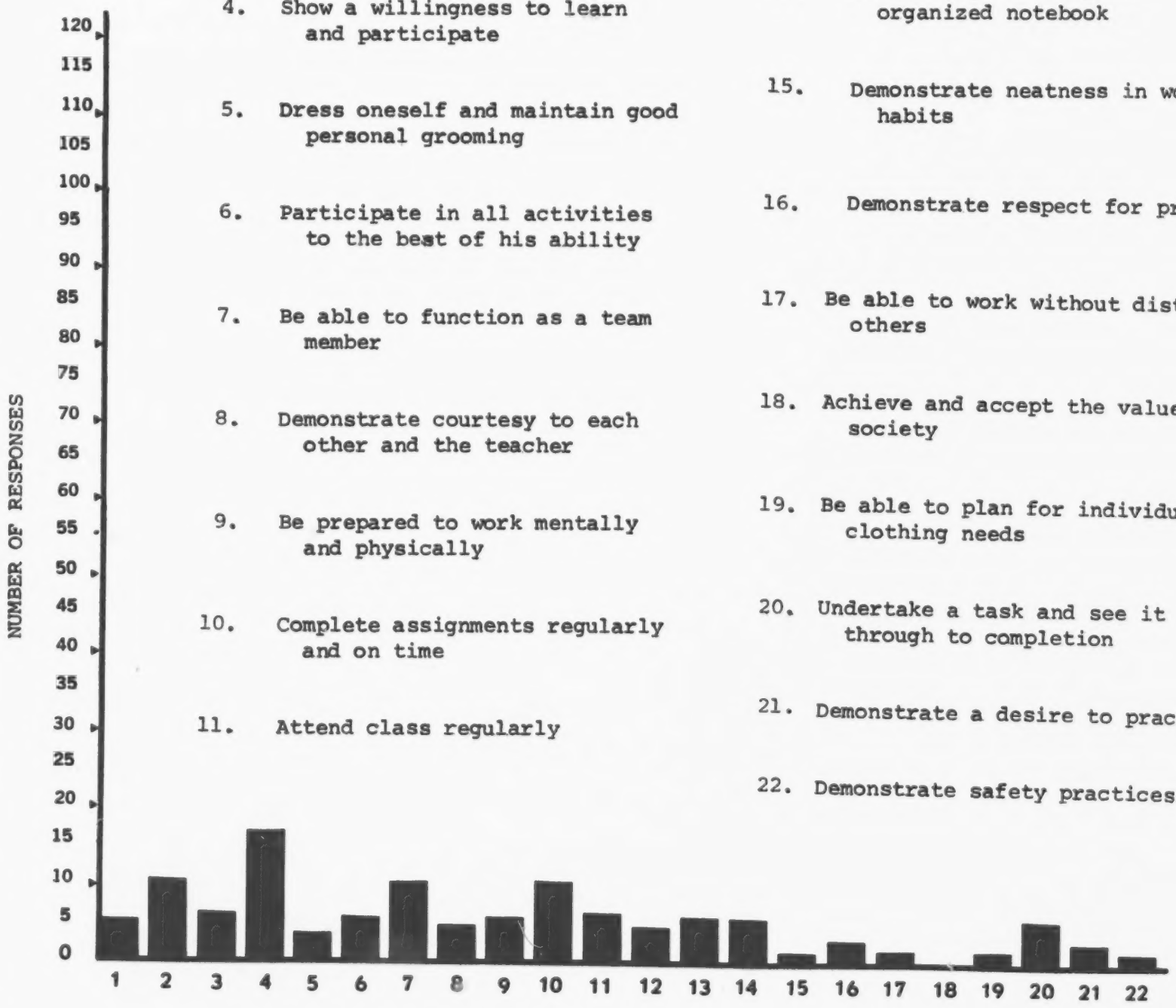


KEY

1. Demonstrate normal health and physical development
2. Demonstrate adequate ability to throw, run, catch, jump, walk
3. Demonstrate good ability to slide, skip, hop
4. Demonstrate good motor coordination: Large muscle
5. Demonstrate good manual dexterity
6. Operate a sewing machine
7. Perform basic sewing functions (bind, hem, insert zipper, etc.)
8. Demonstrate adequate performance on the California Physical Performance Test
9. Demonstrate minimum skills in football, basketball, softball, volleyball, track
10. Demonstrate minimum skills in tennis, badminton
11. Demonstrate minimum skills in stunts and tumbling
12. Demonstrate minimum skills in swimming
13. Run or jog 100 yards and recover in 5 minutes
14. Use basic power machine tools
15. Use basic hand tools
16. Demonstrate good eye-hand coordination
17. Ability to type 15-30 words per minute

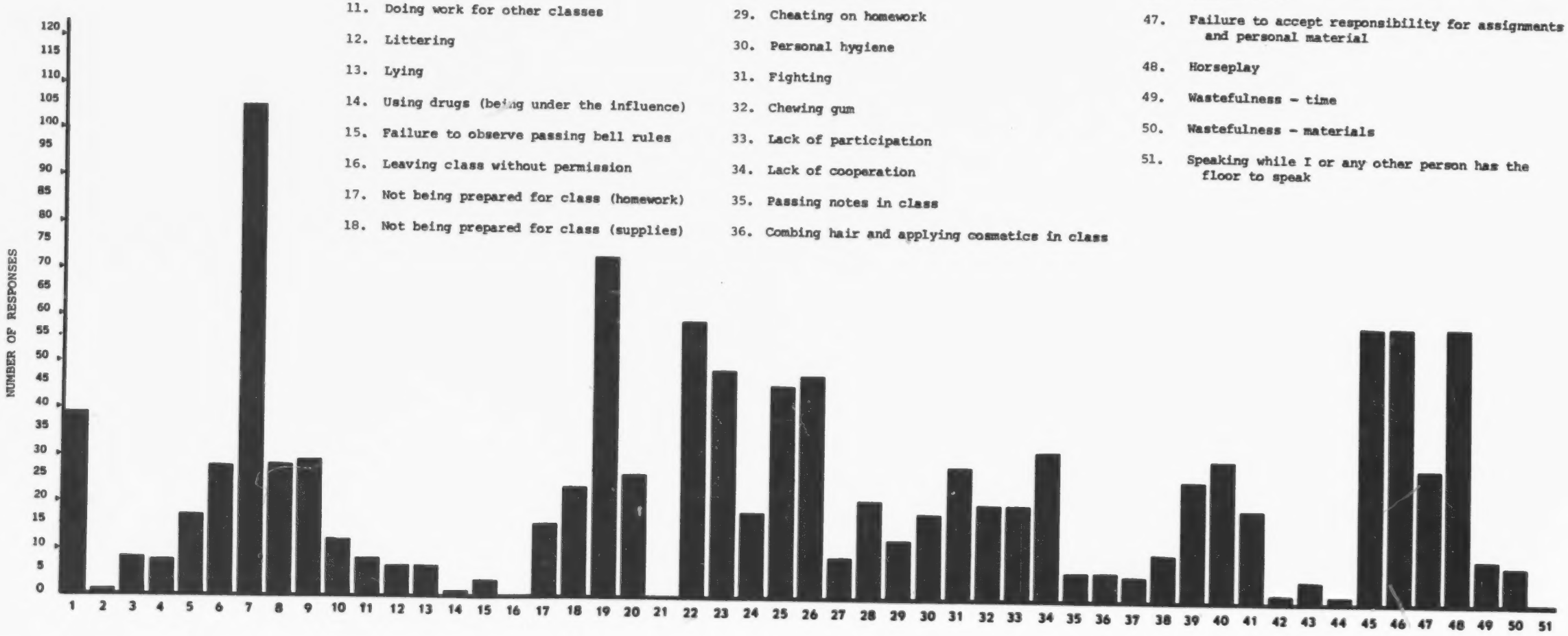
SOCIALLY DESIRABLE BEHAVIORS

1. Demonstrate an effort to perform
2. Be able to follow directions
3. Be willing to follow rules
4. Show a willingness to learn and participate
5. Dress oneself and maintain good personal grooming
6. Participate in all activities to the best of his ability
7. Be able to function as a team member
8. Demonstrate courtesy to each other and the teacher
9. Be prepared to work mentally and physically
10. Complete assignments regularly and on time
11. Attend class regularly
12. Demonstrate appreciation for other people and places
13. Ability to work 30-40 minutes on one topic
14. Be willing to carry an organized notebook
15. Demonstrate neatness in work habits
16. Demonstrate respect for property
17. Be able to work without disturbing others
18. Achieve and accept the values of society
19. Be able to plan for individual clothing needs
20. Undertake a task and see it through to completion
21. Demonstrate a desire to practice
22. Demonstrate safety practices



SOCIALLY UNACCEPTABLE BEHAVIORS

1. Speaking out of turn
2. Talking during an examination
3. Late homework
4. No homework
5. Rude and insulting remarks to classmates
6. Rude and insulting remarks to teachers
7. Talking in class
8. Inability to follow directions
9. Getting out of seat without permission
10. Disregarding safety rules
11. Doing work for other classes
12. Littering
13. Lying
14. Using drugs (being under the influence)
15. Failure to observe passing bell rules
16. Leaving class without permission
17. Not being prepared for class (homework)
18. Not being prepared for class (supplies)
19. Disrespect for school and personal property
20. Inattention in class
21. Sleeping, daydreaming
22. Disrespect to teacher
23. Disrespect to students
24. Stealing
25. Insubordination
26. Profanity/vulgarity
27. Smoking on or near school premises
28. Cheating on tests
29. Cheating on homework
30. Personal hygiene
31. Fighting
32. Chewing gum
33. Lack of participation
34. Lack of cooperation
35. Passing notes in class
36. Combing hair and applying cosmetics in class
37. Sharpening pencils when teacher is talking
38. Pushing and shoving of other students
39. Making fun of other students
40. Failure to observe dress code
41. Eating and drinking in classroom
42. Inability to accept constructive criticism
43. Lack of initiative
44. Lack of neatness in class work
45. Tardiness
46. Cutting class
47. Failure to accept responsibility for assignments and personal material
48. Horseplay
49. Wastefulness - time
50. Wastefulness - materials
51. Speaking while I or any other person has the floor to speak



1. Insubordination
2. Profanity - Vulgarity
3. Smoking on or near school premises
4. Cheating on tests
5. Fighting
6. Rude and insulting remarks to teachers
7. Rude and insulting remarks to classmates
8. Cutting class
9. Tardiness
10. Disregard for safety rules
11. Making fun of other students
12. Careless or destructive use of school property
13. Lying
14. Littering
15. Not being prepared for class (assignments)
16. Not being prepared for class (supplies)
17. Not paying attention in class
18. Doing work for other classes during classtime
19. Getting out of seat without permission
20. Sharpening pencils when teacher is talking
21. Combing hair or applying cosmetics in class
22. Chewing gum in class
23. Eating or drinking in class
24. Lack of participation in class activities
25. Speaking out of turn
26. Talking in class
27. Inability to follow directions
28. Failure to accept responsibility
29. Failure to observe dress code regulations
30. Disregard for personal hygiene
31. Wasting time
32. Wasting materials
33. Passing notes in class
34. Careless or destructive use of personal property
35. Lack of cooperation with teacher and fellow students
36. Inability to accept constructive criticism

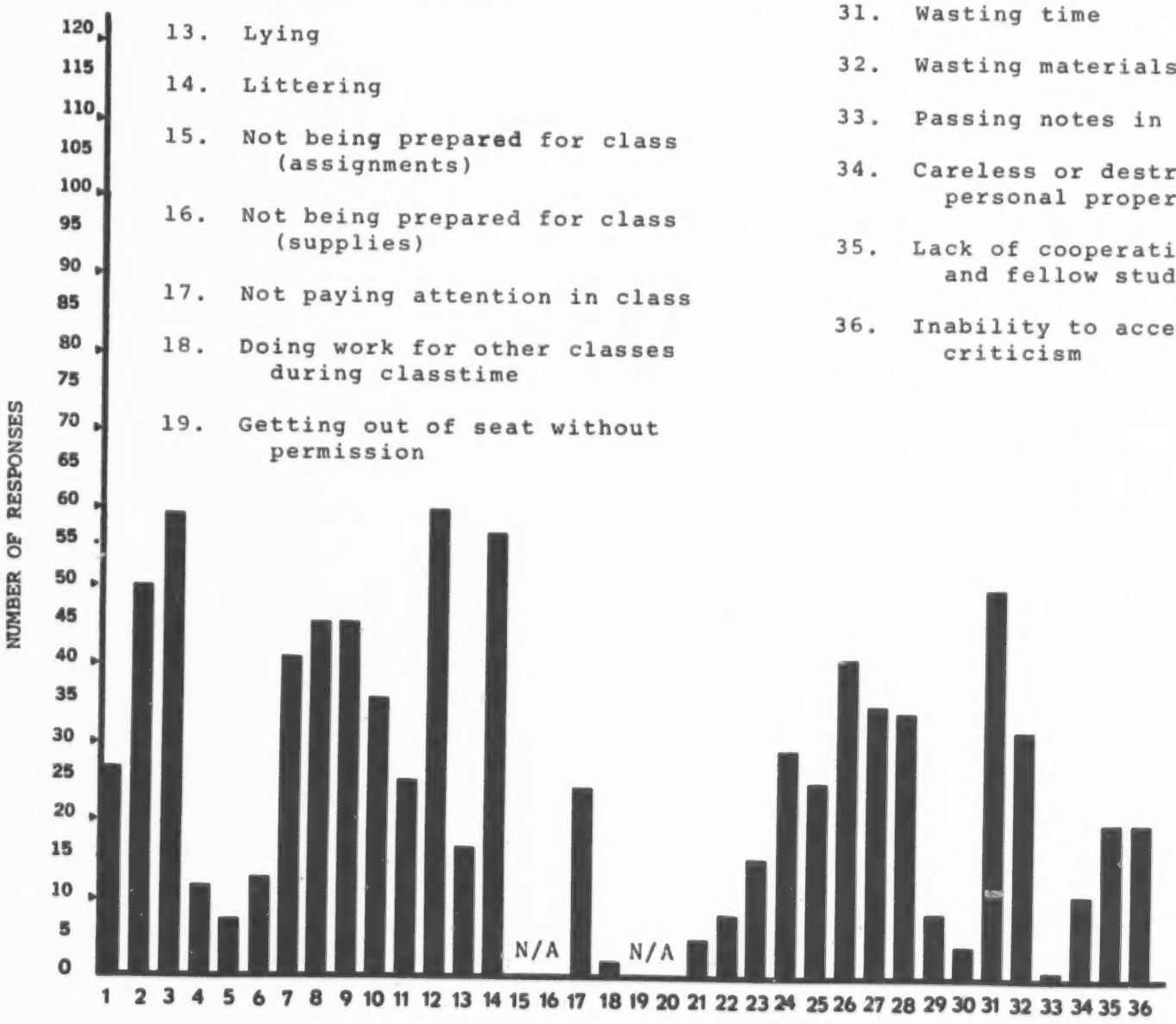


Fig. 11

No. of Male Students Demonstrating Socially Unacceptable Behaviors

N=86 N/A=Not Applicable

1. Insubordination
2. Profanity - Vulgarity
3. Smoking on or near school premises
4. Cheating on tests
5. Fighting
6. Rude and insulting remarks to teachers
7. Rude and insulting remarks to classmates
8. Cutting class
9. Tardiness
10. Disregard for safety rules
11. Making fun of other students
12. Careless or destructive use of school property
13. Lying
14. Littering
15. Not being prepared for class (assignments)
16. Not being prepared for class (supplies)
17. Not paying attention in class
18. Doing work for other classes during classtime
19. Getting out of seat without permission
20. Sharpening pencils when teacher is talking
21. Combing hair or applying cosmetics in class
22. Chewing gum in class
23. Eating or drinking in class
24. Lack of participation in class activities
25. Speaking out of turn
26. Talking in class
27. Inability to follow directions
28. Failure to accept responsibility
29. Failure to observe dress code regulations
30. Disregard for personal hygiene
31. Wasting time
32. Wasting materials
33. Passing notes in class
34. Careless or destructive use of personal property
35. Lack of cooperation with teacher and fellow students
36. Inability to accept constructive criticism

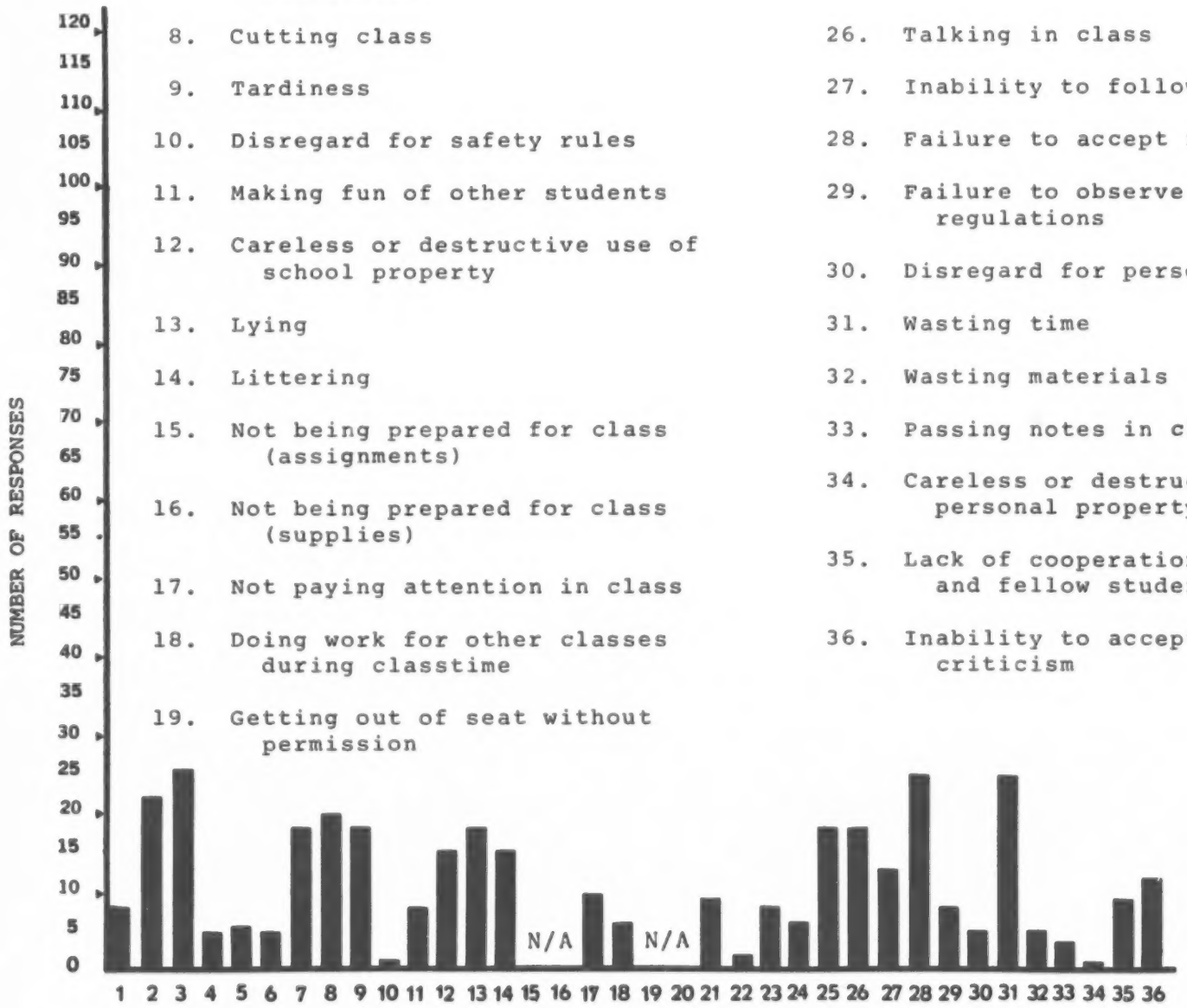


Fig. 12

No. of Female Students Demonstrating Socially Unacceptable Behaviors

N=42 N/A=Not Applicable

TABLES

TABLE I

TEACHER SURVEY

1. Teacher Survey Questionnaire

2. Cover Letter

TABLE I, 1

TEACHER QUESTIONNAIRE

Course Title:_____

Grade Level:_____

I What minimum skills and knowledges should a student be capable of demonstrating as a prerequisite to entering and performing at a "passing" level in your class?

TEACHER QUESTIONNAIRE

Course Title: _____

Grade Level: _____

II What social behaviors do you consider unacceptable in your class?

(Suggested cover letter to accompany Teacher Questionnaire)

TABLE I, 2

Date

Dear (teacher),

The Pace project in our district has been charged with designing a model continuation high school program utilizing a system development approach. The research team is now engaged in a Needs Assessment Survey to determine the requirements for successful performance in those real world situations in which a continuation student is likely to find himself upon leaving Valley High.

If the proposed project meets the demands of the State Educational Code, as well as the expectations of the district, it will prepare many of its students to return to the regular comprehensive high school or other more conventional schools. Thus, the research team needs our help in defining those academic and social behaviors we expect students to exhibit in our classrooms and on our campus.

Attached is a questionnaire to which I would like you to respond as specifically and as accurately as possible. Responses should tell how well the activity should be performed and, where possible, under what conditions. Some examples of responses are:

"Have a reading vocabulary of, at least, a 5th grade level."

"Be able to add, subtract, multiply and divide whole numbers without using any charts or other aids."

"Be able to express orally, in three minutes, a position or point of view in a clear, sequential, logical pattern."

The same type of specific response will be helpful when listing social behaviors you find unacceptable. To say a student must not be irresponsible is not very helpful. Define irresponsibility. For instance: "I will not accept more than one class tardy a week," or "A student who frequently speaks to classmates when I am speaking is practicing unacceptable behavior in my class." Behavior which you do not like but you will tolerate should not be listed. List only those behaviors for which you would send a student to the office, exclude him, or which would otherwise result in significant disciplinary action.

The number of responses you make is entirely up to you, but it will help if you list them in order of their importance to you and if you limit yourself to only those academic and social behaviors which are truly necessary. If you teach more than one type of class and the responses you would give would be different, make a separate list and indicate course title for each.

Please return the questionnaire to my office no later than March 22nd.

Signed (principal)

TABLE II

ADMISSION OFFICER QUESTIONNAIRE:
OTHER HIGH SCHOOLS

TABLE II

ADMISSION OFFICER QUESTIONNAIRE:

OTHER HIGH SCHOOLS

1. Name of School_____

2. Name of Valley High School student enrolled in 1967-1968 academic year_____

3. Subjects taken Level

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. Conditions determining entry/reentry into _____ school_____

_____

_____

_____

_____

_____

_____

_____

TABLE III

ADMISSION OFFICER QUESTIONNAIRE:
JUNIOR COLLEGES AND
NON-PUBLIC OCCUPATIONAL TRAINING PROGRAMS

TABLE III

ADMISSION OFFICER QUESTIONNAIRE:

JUNIOR COLLEGES AND

NON-PUBLIC OCCUPATIONAL TRAINING PROGRAMS

School Title: _____

Position Title: _____

I. What state, district or federal requirements must a student meet in order to gain reentry into your school?

II. For what reasons can a student be excluded from your school?

III. What skills and knowledges should a student be capable of performing as a prerequisite to entering and performing at a satisfactory level in your school?

TABLE IV

DATA REDUCTION FORMS

1. Physical
2. Personal
3. Communication
4. Computation

TABLE IV, 1

OTHER EDUCATION

DATA REDUCTION FORM

PHYSICAL SKILLS:

_____
SUBJECT

Development of manual skills and talent.

TABLE IV, 2

OTHER EDUCATION

DATA REDUCTION FORM

PERSONAL SKILLS:

SUBJECT

Development of socially endorsed attributes such as, industry, cooperation, fairplay, etc.

TABLE IV, 3

OTHER EDUCATION

DATA REDUCTION FORM

COMMUNICATION SKILLS:

_____
SUBJECT

Speaking, writing, listening and reading.

TABLE IV, 4

OTHER EDUCATION

DATA REDUCTION FORM

COMPUTATION SKILLS:

_____
SUBJECT

The four basic arithmetic processes
and some arithmetic reasoning ability.

TABLE V

CONFIDENTIAL QUESTIONNAIRE:
VALLEY HIGH SCHOOL

TABLE V

CONFIDENTIAL QUESTIONNAIRE:

VALLEY HIGH SCHOOL

Date _____

Name of school _____

Number of students present during your first and second period class (1:00-3:00 p.m.) _____

A. Listed below are 36 student behaviors. After each statement indicate the number of students in your class who exhibit these behaviors by placing the number in the space provided.

B. Indicate if the behavior is most often exhibited by boys, girls, or equally by both by placing a check in the appropriate space.

C. Additional space is provided after each statement for any personal comment you feel would be of help to us in this evaluation.

1. Insubordination (refusal to work, defiance, etc.)

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by _____Boys _____Girls _____Both

   c. Comments: _____

   _____.

   _____

   _____

2. Profanity/Vulgarity

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by ____Boys ____Girls ____Both

   c. Comments: _____

   _____

   _____

   _____

3. Smoking on or near school premises

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by ____Boys ____Girls ____Both

   c. Comments: _____

   _____

   _____

   _____

4. Cheating on Tests

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by ____Boys ____Girls ____Both

   c. Comments: _____

   _____

   _____

   _____

5. Fighting

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by ____Boys ____Girls ____Both

   c. Comments: _____

   _____

   _____

   _____

6. Rude and Insulting Remarks to Teacher

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by ____Boys ____Girls ____Both

   c. Comments: _____

   _____

   _____

   _____

7. Rude and Insulting Remarks to Classmates

   a. Approximate number of students exhibiting this behavior _____

   b. Most often exhibited by ____Boys ____Girls ____Both

   c. Comments: _____

   _____

   _____

   _____

8. Cutting Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

9. Tardiness

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

10. Disregard for Safety Rules

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

11. Making Fun of Other Students

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

12. Careless or Destructive Use of School Property

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

13. Lying

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

14. Littering

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

15. Not Being Prepared for Class (Assignments)

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

16. Not Being Prepared for Class (Supplies)

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

17. Not Paying Attention in Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

18. Doing Work for Other Classes During Class Time

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

19. Getting Out of Seat Without Permission

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

20. Sharpening Pencils When Teacher is Talking

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

21. Combing Hair or Applying Cosmetics in Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

22. Chewing Gum in Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

23. Eating or Drinking in Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

24. Lack of Participation in Class Activities

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

25. Speaking Out of Turn

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

26. Talking in Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

27. Inability to Follow Directions

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

28. Failure to Accept Responsibility

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

29. Failure to Observe Dress Code Regulations

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

30. Disregard for Personal Hygiene

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

31. Wasting Time

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

32. Wasting Materials

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

33. Passing Notes in Class

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

34. Careless or Destructive Use of Personal Property

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

35. Lack of Cooperation with Teacher and Fellow Students

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

36. Inability to Accept Constructive Criticism

a. Approximate number of students exhibiting this behavior _____

b. Most often exhibited by ____Boys ____Girls ____Both

c. Comments: _____

_____

_____

_____

_____

TABLE VI

CONFIDENTIAL QUESTIONNAIRE:
OTHER HIGH SCHOOLS

TABLE VI

CONFIDENTIAL QUESTIONNAIRE:

OTHER HIGH SCHOOLS

Name of School _____

Approximate Size of Average Class _____

Total Teaching Experience in Years _____

Major Subject Area Presently Teaching _____

Sex _____ Age _____

The following undesirable social behaviors were reported in our recent survey. In the space provided please indicate the percentage of your students who demonstrate the following behavior patterns. We would also like you to indicate your attitude toward each behavior by circling the appropriate number on the scale provided for each behavior.

1. Stealing (school property)

   % Boys _____.

   % Girls _____.

   Your attitude toward this behavior:

   INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

2. Stealing (personal property)

   % Boys _____.

   % Girls _____.

   Your attitude toward this behavior:

   INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

3. Insubordination

% Boys _____.

% Birls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

4. Profanity/Vulgarity

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

5. Using Drugs (being under the influence)

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

6. Smoking on or near school premises

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

7. Cheating on tests

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

8. Cheating on homework

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

9. Fighting

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

10. Rude and insulting remarks to teacher

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

11. Rude and insulting remarks to classmates

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

12. Cutting Class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0—1—2—3—4—5—6—7—8—9—10 STRONGLY DISLIKE

13. Tardiness

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

14. Disregard for safety rules

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

15. Making fun of other students

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

16. Careless or destructive use of school property

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

17. Careless or destructive use of personal property

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 10 STRONGLY DISLIKE

-

18. Lying to Teacher

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

19. Littering

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

20. Not being prepared for class (assignments)

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

21. Not being prepared for class (supplies)

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

22. Not paying attention in class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

23. Doing work for other classes during class time

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

24. Getting out of seat without permission

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

25. Sharpening pencils when teacher is talking

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

26. Combing hair and/or applying cosmetics in class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

27. Chewing gum in class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

28. Eating or drinking in class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

29. Lack of participation in class activities

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

30. Lack of cooperation with teacher and fellow students

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

31. Speaking out of turn

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

32. Talking in class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

33. Failure to follow directions

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

34. Failure to accept responsibility

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

35. Failure to accept constructive criticism

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

36. Failure to observe dress code regulations

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

37. Disregard for personal hygiene

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

38. Wasting time

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

39. Wasting school materials

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE

40. Passing notes in class

% Boys _____.

% Girls _____.

Your attitude toward this behavior:

INDIFFERENT 0 1 2 3 4 5 6 7 8 9 10 STRONGLY DISLIKE